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ABSTRACT

The purpose of this project was to develop innovative agricultural education programs within the comprehensive high school setting in selected school districts in Mississippi. The following programs were implemented: horticulture (Starkville Vocational Center); vocational forestry (Lamar County); agricultural suppliers and services program (Alcorn County Vocational Center); wildlife-forestry (Winston-Louisville Vocational Technical Complex); and specialized programs in crops and livestock (Covington County). The main emphasis during the period July 1, 1977 to June 30, 1978 (reported here) was on (1) development of public relations materials, (2) curriculum planning, (3) organization and development of Future Farmers of America (FFA) chapters, (4) development of adult education programs in agriculture, (5) improving FFA programs, (6) instituting effective recruitment programs for vocational agriculture/agribusiness, and (7) improving supervised occupational experience programs. No major problems were encountered during the development of the project. Project-related materials were made available to all teachers. Other project information was disseminated through workshops and meetings. The project was evaluated by both the project staff and the participants. (Appendixes comprise a major portion of this document and include a list of instructional materials distributed to teachers; script of sound/slide presentation, "Today's Vocational Agriculture"; evaluation forms; and other related materials.) (BM)

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ED164857

Career Preparation in Agriculture Project

CAREER PREPARATION PROGRAMS FOR POTENTIAL AGRIBUSINESSMEN, AGRICULTURAL AGENCY EMPLOYEES, AND AGRICULTURE TEACHERS

(Final Report)
(July 1, 1977-June 30, 1978)

John W. Oren, Project Director

By

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Johnny Allen
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Department of Agricultural and Extension Education
Mississippi State University
Mississippi State, Mississippi

June 30, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 018 881

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Accomplishments

During the year covered by this report, the project staff was involved in numerous activities in implementing and continuing specialized instructional programs in agriculture. The main emphasis during this period was on (1) development of public relations materials, (2) curriculum planning, (3) organization and development of FFA chapters, (4) development of adult education programs in agriculture, (5) improving FFA programs, (6) instituting effective recruitment programs for vocational agriculture/agribusiness, and (7) improving supervised occupational experience programs. The project staff obtained and distributed a variety of instructional materials to local programs as needs arose. (See Appendix A.)

The sound-slide program "Today's Vocational Agriculture" and an accompanying brochure entitled "You and Vocational Agriculture" were developed as aids to inform secondary school principals, superintendents, and teachers of the opportunities in vocational agriculture/agribusiness. The major focus was on the options available to students in specialized areas of vocational agriculture/agribusiness. Other public relations materials were developed and distributed to the teachers--brochures about individual programs and newspaper articles. (See Appendix B.)

During the last half of the project year, a Training Workshop in Adult Education was held on the Campus of Mississippi State University for all personnel involved with the Career Preparation Project in Agriculture. The special resource person for the workshop was Dr. Lloyd Phipps, former professor from the Department of Agricultural Education

at the University of Illinois. Thirty-two persons attended the two-day workshop at which a wide variety of topics related to adult education were covered. (See Appendix C.)

As a means of coordinating supervised occupational experience (SOE) programs and Future Farmer of America (FFA) programs, the project staff planned and conducted workshop-type meetings for teachers. The meetings were held June 12-15, 1978, one in each of the supervisory districts in Mississippi. (See Appendix D.)

The project staff continued in its efforts to improve the specialized programs by relocating and reorganizing programs. This effort included the relocation of four of the six specialized programs. The agricultural supplies and services program was relocated at the Alcorn County Vocational Complex in Corinth. The wildlife and forestry programs were combined and relocated at the Winston County Vocational Complex in Louisville. A new forestry program was started at Purvis High School in Lamar County. The crops and livestock programs in Covington County continued to operate essentially unchanged at Collins High School and Seminary High School. A new horticulture program was started at Starkville High School. (See Appendix E.)

Supervision and visitation continued to be an important part of the project staff's activities during this reporting period. The new and relocated programs needed extra work; therefore, personal contacts were made as soon as possible. These supervisory visits to new and ongoing programs dealt with subjects such as curriculum planning, organizing FFA activities, adult programs, SOE programs, and student selection. All visits and other activities were coordinated between the Department of Agricultural and Extension Education and the Vocational Education Division of the State Department of Education.

Major Activities and Events

The major activities of this project were directed toward improving the quality of the career preparation programs. These activities included school visitation, supervision of persons involved with the project, obtaining and disseminating needed materials, conducting workshops, and assisting with individual teacher problems.

In an effort to better organize the supervisory visits, a joint meeting between the Mississippi State University staff and the State Department staff was held in the conference room of the Agricultural and Extension Education Department at Mississippi State University. It was agreed that each would inform the other prior to supervisory visits. Also, visits by District Supervisors and by University staff would be made simultaneously.

The project staff continued to acquire and distribute the needed instructional materials to the local teachers. Materials from the former forestry and wildlife programs were collected and divided between the two existing forestry and wildlife programs. Additional materials were supplied to all programs, but the major emphasis was on the agricultural supplies/services program in Alcorn County. Materials for the agricultural mechanics program in Covington County are being held until the opening of the new vocational center in September, 1978. This new center will have excellent laboratory facilities for the conduct of the program.

In March, 1978, a workshop was held which focused on adult instruction and the use of citizens advisory councils. The first session began at 1:00 p.m., Friday, March 3, in Room 153 of the Agricultural and Extension Education Department. After the "Call

to Order" and a few introductory remarks by Dr. J. S. Lee and Mr. C. M. Brewer, each Specialized Vocational Agriculture teacher was offered an opportunity to report on his own particular program. The following is a brief summary of each report.

Bobby Marolt used slides to report on his Agricultural Supplies/ Services Program in Alcorn County. Mr. Marolt reported that progress was being made and that all students were involved in supervised occupational experience programs. Garden centers, a tractor dealership, and a cotton gin were used as placement stations. Mr. Marolt has built a training laboratory which is used to familiarize students with the equipment that they would use in an agricultural business.

Mr. Rick Wright used slides to illustrate the activities of his Vocational Horticulture Program in Starkville. Mr. Wright teaches two classes per day with a total enrollment of 24 students. The classes taught are Floral Design, and Greenhouse Management and Nursery, Turf, and Landscaping. Mr. Wright reported that he was having some difficulty in finding places for his students to conduct supervised experience programs but most of his students were employed. He did say, however, that he was looking for stations to employ the remainder of his students. He reported that the charter for his FFA chapter had been issued and that 100% of his students were members of the FFA. Also, one of his students had applied for a Work Experience Abroad program in horticulture. Hopefully, the student will be sent to the Netherlands. Plans for the future include the addition of new equipment, a new nursery program, and a sod farm.

Ed Faurot informed the group that his forestry program was conducted in cooperation with three schools in Winston County. The schools are Nanih Waiya, Louisville, and Noxapater. Mr. Faurot uses recruitment brochures and works closely with the guidance counselors to recruit new students who are interested in forestry. Mr. Faurot reported that his students have access to 560 acres of forest land and that they have all management rights. Instruction includes the use of basic forest instruments, saw repair, and safety and management practices. Future plans include the construction of an equipment shed and a pavilion on the forest land.

The livestock program in Covington County was reported on by Bobby Breakfield. Mr. Breakfield said that emphasis in his program was on "hands on" care of livestock with instruction in care, feeding, and parasite control. The program is conducted on an individualized basis with each student working with his/her own animals as supervised occupational experience programs.

Mr. Dewitt Clark has 18 students in the Crops program in Covington County. Mr. Clark spends a great deal of time with adults who are engaged in production of crops. Most of the emphasis is on soybean production and Mr. Clark works with small groups of three or four people. He believes that groups of this size are the most efficient to work with because they can travel together and share ideas.

Roger Jefcoat, Vocational Forestry teacher in Lamar County, said that the purpose of his program was "to train for employment in the forest industry." The main emphasis of his program is on tree identification, tree measurement, and forest management. The program operates with a land laboratory of 640 acres of forest land. Much

of the instruction takes place in the laboratory. Each student has his/her own forestry project to manage. In many cases the students have the forest plots leased or rented. Mr. Jefcoat reported that using recruiting brochures has been most helpful in informing students of the opportunities in forestry.

After a short break, the session was reconvened. Dr. Ronald Brown introduced the resource person, Dr. Lloyd Phipps, whose topic was "Adult Education in Agriculture: An Integral Part of Vocational Agriculture/Agribusiness." Dr. Phipps discussed the importance of adult education in agriculture, pointing out that adult education was the most efficient form of education. Dr. Phipps stressed planning. He contended that adults need systematic instruction and that adults need to be involved in the planning as well as in the teaching.

The workshop was planned in such a manner that each person could express his views and participate in the workshop. After Dr. Phipps completed his presentation two of the project teachers were asked to respond to Dr. Phipps' remarks and to express some ideas of their own.

Friday evening a banquet was held in the Union Banquet Room for all persons attending the workshop. Dr. Phipps addressed himself to the topic "Advisory Councils: One of the Keys to an Effective Adult Education Program in Vocational Agriculture/Agribusiness." Dr. Phipps continued his discussion of involving adults in planning programs. Dr. Phipps stressed that through the use of advisory councils that adults felt a part of the program. Also, the teacher is assured that instruction is relevant to the needs and problems of the adults in the community. Once again two project teachers were asked to respond to Dr. Phipps' remarks.

The Saturday morning session began with the sound-slide program "Young Farmer Programs: The Business of Farming." This slide program enumerated the aims, purposes and activities of young farmer programs, as well as the steps to follow in beginning a program. Another slide program, "Today's Vocational Agriculture" which the project staff developed, was shown. Three people from the group were asked to comment on the two programs.

Following a short recess, Dr. Phipps again addressed the group. This time his topic was "Implementing Adult Education Programs in Agriculture/Agribusiness." Dr. Phipps stressed the importance of implementing programs that adults planned. He re-emphasized the need for systematic instruction. He gave suggestions that are helpful in making adult programs successful, such as holding meetings when people are available. After the presentation was ended, a question and answer session was held to allow the people to discuss the topics that had been covered.

Another major series of events dealt with strengthening specialized vocational agriculture/agribusiness programs by coordinating FFA and SOE activities. Four workshops were held June 12-15, 1978. One was held in each of the four supervisory districts -- Foxworth, Mississippi; Decatur, Mississippi; Mississippi State, Mississippi; and Booneville, Mississippi.

The meetings included presentations on "Today's Vocational Agriculture," "FFA Resources for SOE Programs," "More Agricultural Proficiency Awards Through SOE Programs," "Learning Through Experience in Agricultural Industry," "Leadership for Agricultural Industry--SOE and FFA," "National FFA Safety Program," and "Agriculture's New Generation." The meetings

were attended by approximately 300 Mississippi vocational agriculture/ agribusiness teachers and students.

Problems

No major problems were encountered during this project.

Publicity

The Department of Agricultural and Extension Education developed the sound-slide program "Today's Vocational Agriculture" for publicity purposes. An accompanying brochure entitled "You and Vocational Agriculture" was developed and disseminated. One newspaper article was published to announce the horticulture program in Starkville. (See Appendix G.) Other articles were published for the other programs, also. A sample flyer and card were developed and used with the forestry program in Lamar County. (See Appendix H.)

Dissemination Activities

Dissemination has involved continued discussion and promotion of specialized programs in agriculture/agribusiness. Materials developed by the project in agricultural supplies and services are being made available to all teachers. Groups of teachers have visited the sites of the specialized programs to study facilities and equipment. The brochure, "You and Vocational Agriculture," was printed and 15 copies were given to each vocational agriculture teacher in Mississippi. Project information was also disseminated to each teacher and some students in Mississippi through the workshop on "Specialized Programs of Vocational Agriculture--FFA and SOE." Approximately 300 people attended. The workshop on "Adult Education in Agriculture," was also attended by over 100 teachers and students.

Data Collection and Evaluation

The project was evaluated by both the project staff and the participants. Periodic staff meetings were held and the progress of the project was assessed and revisions were made as needed.

At the conclusion of the project, an instrument entitled "Specialized Program Evaluation Form" was developed for use in collecting opinions pertaining to the conduct of specialized programs in vocational agriculture/agribusiness. A copy of the instrument is shown as Appendix F.

Other Activities

N/A

Staff Employment and Utilization

During the reporting period, two instructional assistants were added to the project staff. They were Johnny Allen and Mike Lofton.

Staff Development

Members of the staff have participated in various developmental activities. Examples include the convention of the American Vocational Association and related meetings, seminars on research and instructional improvement at Mississippi State University, conferences sponsored by the Vocational Division of the State Department of Education, and the National Student Teacher Conference.

Description of Programs

The horticulture program is being conducted at the Starkville Vocational Center. Rick Wright is the teacher of two three-hour classes, one in Floral Design and Greenhouse Management, and the other in

Nursery, Turf, and Landscaping. Twenty-four students are enrolled. The program operates in a new facility with a greenhouse, classroom, landscape design laboratory, lath house, and a 5-acre land laboratory. The facility is well-equipped and other equipment is being added. Plans for the next year are to start a turf farm, begin a full grown nursery, produce seasonal crops, and expand adult programs.

Roger Jefcoat is the teacher of vocational forestry in Lamar County. Eighteen students from Oakgrove, Purvis, and Sumrall, Mississippi, are bused to the program. Mr. Jefcoat teaches two classes in forest management. The program operates out of a facility with a classroom, laboratory, and basic equipment. Practical forest techniques are taught on the 640 acre pine forest land-laboratory on 16th section land. During the year, the students designed and completed a nature trail over a mile long. They contructed two footbridges--one 70 feet and one 20 feet. They identified and labeled 20 species of trees and planted an additional five on the nature trail.

They have utilized 16th section land in learning how to measure standing trees, measure land, identify trees, run partial cruises, read maps and compasses, and manage the forest for wildlife and recreational purposes. In addition to the 16th section forest laboratory, each student has his or her own forestry plot on their land or a neighbor's land. On these plots about 7,000 pine seedlings were planted over almost 10 acres.

Their field trips have been varied this year. They have visited the tree nursery at Baxterville, tree planting and tree harvesting operations in the local area, Purvis Hardwood Mill, and Masonite

Corporation in Laurel.

In the program for next year, plans are to teach more pulpwood production than this year. Also, some adult programs such as farm woodland management and forest fire prevention and control are being planned. A picnic area will be established on the nature trail.

The agricultural supplies and services program is being carried out in Corinth at the Alcorn County Vocational Center. Bobby Marolt is the teacher. The facility includes a classroom, laboratory, and some equipment. Emphasis is on program development and public relations, especially informing students of the nature of the program. Currently, each of the students is participating in a supervised occupational experience program. Some of the basic areas in which the students were instructed are: taxes, purchase orders, inventory, price checking, budgets, feed ratios, conducting a sale, sales tickets, checking mistakes in a budget, determining selling price, receiving records, problems on service charges, operating cash registers, operating adding machines, operating ticket machines, and reading hanging scales. These and many other types of jobs relating to agriculture businesses are being taught in the Agricultural Supply and Service Program. An information packet used by the Agriculture Supply and Service Program is show as Appendix I.

At the Winston-Louisville Vocational Technical Complex, Ed Faurot teaches a wildlife-forestry program to two classes of students. (See Appendix J.) The facilities include a classroom and a 560 acre land laboratory.

Mr. Faurot and the director of the vocational center established areas of priority for Mr. Faurot's activities. These included:

1. Work with each agriculture teacher in the county for a six-weeks term. This would serve as added instruction for each student and help recruitment of students. Another advantage of this was to cooperate with the other agriculture teachers to let them know that this was a county-wide program.
2. Do public relations work in the county, make contacts with industry, government agencies, etc.
3. Requisition equipment, organize instructional materials.
4. Do preliminary organizational work on school forest.

His work with the other agriculture teachers was not worked out according to the original plan due to several unforeseen circumstances. However, he worked in each school with each agriculture program approximately four weeks. The classes and numbers of students are as follows:

Noxapater--James McKay

Period	Class	Number of Students
First	Agri. II	13
Second	Agri. I	14
Third	Agri. II	17
Fourth	Agri. I	23

Nanih Waiya--David Holton

Period	Class	Number of Students
First	Agri. II	4
Second	Agri. I	11
Third		
Fourth	Agri. II	12
Fifth	Agri. I	9

Louisville--Charles Stokes

Period	Class	Number of Students
First		
Second	Farm Power & Machinery	19
Third		
Fourth	Agri. II	10
Fifth	Agri. II	15

Louisville--B. T. Hathorn

Period	Class	Number of Students
First		
Second	Agri. I	14
Third	Agri. I	22
Fourth	Agri. II	12
Fifth	Agri. II	16

Louisville--David Holcomb

Period	Class	Number of Students
First		
Second	Farm Management	17
Third		
Fourth	Agri. I	20
Fifth	Agri. I	23

The specialized programs in crops and livestock continued to operate in Covington County. They alternated semesters at Collins and Seminary High Schools. Enrollment included 14 in-school students in livestock at Seminary and 10 in-school students in crops at Collins.

The program in this county included a great deal of "hands-on" instruction. Students are actively involved in FFA programs and they use their own livestock and farms for their SOE programs. The adult work includes small group and individual instruction with extensive use of resource persons from agribusinesses.

APPENDIX A

List of Instructional Materials Distributed to Teachers

Titles of Instructional Materials Obtained and Distributed

(July 1, 1977 - June 30, 1978)

Wildlife Conservation Employee

The Pulpwood Producer (slide set)

Deer and Turkey Management

Harvesting Forestry Products (transparencies)

Forestry Teaching Guide (transparencies)

Forestry Employee

Harvesting Forestry Products (teacher's handbook)

Land Use IDCA

Recycling Questions and Answers

Learn to Love Trees

Growth of a Tree

Growth of a Tree (chart)

Trees Want You

How You Can Become a Tree Farmer

Wildlife Kits

The Clear Cutting Issue

Where Will the Wood Materials Come From?

Timber--World Resources and Reserves and United States Policy

Opportunities Unlimited in the Forest Products Industries

Modern Agricultural Mechanics (1977)

Handbook of Agricultural Occupations (1977)

Agricultural Business Procedures and Records

Selling and Salesmanship for Agricultural Products

Agricultural Business Money Management

Marketing Agricultural Products

Advertising and Promotion of Agricultural Products

Human Relations in Agricultural Business

Opportunities in Agricultural Occupations

FFA Student Handbook

Mississippi's Laws on Consumer Protection, Fraud, and Deceptive Practices

Mississippi's Retail Sales Tax Chart

Copies of Several Learning Packages Designed For Use With the Agricultural Supplies and Services Mini-laboratories

1976 Final Career Preparation Report Which Contains an Outline for Agricultural Supplies and Services in Leake County

Motivating Workers in an Agricultural Business

Using Arithmetic in Agriculture

Using Insurance in the Farm Business

The Use of the Cash Register

Business Under Capitalism and Other Systems

Salesmanship in Agricultural Business

Applying For a Job

Agricultural Business Management--Principles That Affect Production

Common Ways of Organizing a Business

Planning to Meet Cash Requirements

Inventory Management and Control

What Factors Affect Prices of Agricultural Production?

What Factors Affect Prices of Agricultural Products?

Customer Credit Management in Agricultural Business

Agricultural Business Procedures

Do It Right the First Time

Doane's Farm Management Guide (instructor copy)

Doane's Farm Management Guide (student copy)

Farm Management Guide

Livestock Transparencies

Parliamentary Procedure

History of FFA

Working In Agricultural Industry

Working In Plant Science

Working In Animal Science

Working in Agricultural Mechanics

Leadership for Agricultural Industry

Learning Through Experience in Agricultural Industry

Modern Agricultural Mechanics

The Story of Food

Tree Fruit Production

Principles of Animal Environment

Practical Meat Cutting and Merchandising

Meat Handbook

Entomology and Plant Pathology

Commercial Chicken Production Manual

APPENDIX B

Script of Sound/Slide Presentation
and
Copy of Brochure

TODAY'S VOCATIONAL AGRICULTURE

1. Title Slide	1. Today's Vocational Agriculture/Agribusiness.
2. Community Street	2. Does your community need an educational program that can...
3. Student working in an agribusiness	3. Teach students how to work,
4. Students working in a greenhouse	4. Stimulate students' interest in learning,
5. Student involved in FFA Public Speaking	5. Develop leadership and citizenship skills,
6. Clean up day	6. Provide community services,
7. Adults and students working together on community project	7. And encourage adult participation in all areas of instruction?
8. "Today's Vocational Agriculture/Agri-business"	8. If so, you will be interested in today's programs of vocational agriculture/agri-business.
9. Combine in soybean field	9. True or False. Today's agriculture is farming and ranching.
10. Composite agriculture/ agribusiness	10. If your answer was false, you're correct. Today's agriculture includes not only farming and ranching, but
11. Student working at a co-op	11. Agricultural supplies and services,
12. Student working at a garden center	12. Horticulture,
13. Student working at a park	13. Natural resources,
14. Student working in a food processing plant	14. Agricultural processing,
15. Student working in a tractor dealership as a mechanic	15. Agricultural mechanics,
16. Student working with the Mississippi Forestry Service	16. Forestry,

17. Young Farmer	17. And agricultural production.
18. Composite with word agriculture	18. In fact, today's agriculture is all of the services involved in production and in getting those products to the consumer.
19. Classroom	19. Preparing students for jobs in today's agriculture is the responsibility of vocational agriculture/agribusiness.
20. Person calibrating equipment	20. Modern agricultural technology requires highly trained and experienced workers.
21. Person dressed in coat and tie working at FmHA or something similar	21. Workers that not only possess the skills to perform the assigned tasks, but possess a willingness to work and the ability to lead.
22. Components--Classroom and laboratory, instruction, SOEP, Adult, FFA	22. In order to meet the needs of an ever changing agriculture, vocational agriculture concerns itself with five instructional components.
23. Modern day classroom/ laboratory with student doing something	23. The first and probably the most obvious is classroom and laboratory instruction.
24. Student in classroom with soil science or one of the sciences on the chalkboard with some realia in the classroom	24. For the first year or two, students are involved in learning basic skills in soil science, animal science, plant science, and agricultural mechanics.
25. A student that has finished high school with a job that is related to his/her SOEP	25. Then the students are on their way to specialized programs that will prepare for a career in the agricultural industry.
26. Two slides with students on SOEP	26. Work experience is important in any job, and the Supervised Occupational Experience Program is the place where the students obtain on-the-job training in an agricultural occupation.
27. SOEP	27. In the Supervised Occupational Experience Program, specialized skills are actually practiced in work related situations.

28. Teacher, student, and employer planning a training program or plan	28. But, Supervised Occupational Experience Programs don't just happen, they are planned.
29. Training plan showing signatures of persons involved	29. And the plan is agreed to by the student and his/her parents, by the cooperating business-person, and by the school administration.
30. Training plan with responsibilities and benefits	30. Training plans should specify the responsibilities of each person as well as the benefits that each will receive.
31. 3 slides with each one of places	31. Generally, training stations are limited to three places: in an agricultural business; on farms, either the student's home farm or another farm; or in laboratory after school hours supervised by the vocational agriculture teacher.
32. Student in outdoor laboratory	32. The old truism that learning is not confined to the classroom certainly applies here.
33. Learning by doing--FFA	33. Learning by doing has long been recognized as an essential part of vocational agriculture, and the FFA is no different.
34. FFA-members conducting a meeting	34. Since 1928, the Future Farmers of America has challenged its members to develop leadership skills at work as well as in private life.
35. Two slides--student working in agribusiness and on farm	35. Originally, FFA members participated in production enterprises only. But today the FFA recognized the efforts of young people in agribusiness enterprises as well as those in production.
36. Student receiving a proficiency award	36. The FFA is designed to compliment instruction in vocational agriculture at all levels.
37. Three slides of farm, agribusiness, and community	37. Whether it is on the farm, in an agricultural business, or in the community, the FFA is a vital and necessary part of vocational agriculture.
38. Adults working in an agribusiness	38. Adults play an important part in the agricultural industry.

39. Adult class	39. In an effort to upgrade the skills of those adults working in agriculture, vocational agriculture conducts programs designed to meet their needs.
40. Adult talking with vocational-agriculture teacher in fields	40. Often, new needs arise in the adult community when changes take place in the agricultural situation.
41. Slide with five components forming one.	41. The truly successful vocational agriculture program is one in which all aspects of the agricultural community comes together to function as a single unit.
42. Five slides with all components	42. In order to do this, all five aspects of the program, classroom, laboratory, Supervised Occupational Experience Programs, FFA, and Adult, must be designed to meet the needs of the people.
43. Two slides with two different agricultural workers	43. Today's vocational agriculture can train knowledgeable, efficient, and capable agricultural workers.
44. ?	44. In how many ways can today's vocational agriculture benefit your students and your community?

APPENDIX C

Adult Education

Agendum

TRAINING WORKSHOP FOR CAREER PREPARATION
PERSONNEL IN ADULT EDUCATION

Mississippi State University
Mississippi State, Mississippi
March 3-4, 1978

Special Resource Persons: Dr. Lloyd Phipps
Former Professor
Department of Agr.cultural Education
University of Illinois

Workshop Chairperson: Dr. Jasper S. Lee
Department of Agricultural and
Extension Education
Mississippi State University

Friday, March 3

Registration--12:30 p.m. Mike Lofton and Johnny Allen
Agricultural and Extension
Education Department
Room 153

Session I--1:00 p.m.
Agricultural and Extension
Education Department
Room 153

Presiding: Jasper S. Lee

Host: Glenn See

Call to Order. . . . . Jasper S. Lee
Welcome. . . . . C. M. Brewer
Purpose. . . . . Jasper S. Lee
Reports on Current Program Activities. . . . . Specialized Vocational
(Showing of slide programs) Agriculture Teachers--
Bobby Marolt
Rick Wright
Ed Faurot
Bobby Breakfield
Dewitt Clark
Roger Jefcoat

Break: 2:30 p.m.

Session II--3:00 p.m.
Agricultural and Extension
Education Department
Room 153

Presiding: Ronald A. Brown

Host: Bennie Robbins

Introduction of Speaker. . . . . Ronald A. Brown
"Adult Education in Agriculture: An Integral Part of
Vocational Agriculture/Agribusiness". . . . . Lloyd Phipps
Reaction . . . . . Roger Jefcoat
Bobby Breakfield
Announcements. . . . . Johnny Allen

Break: 4:30 p.m.

Session III--Banquet, 6:00 p.m.
Dining Room Number 3, MSU Union

Presiding: Susan Moore

Host: Robert Holley

Call to Order. . . . . Susan Moore
Invocation . . . . . J. D. Orr
Meal
Welcome and Introductions. . . . . John W. Oren
Introduction of Speaker. . . . . Jasper S. Lee
Advisory Councils: One of the Keys to an Effective
Adult Education Program in Vocational Agriculture/
Agribusiness. . . . . Lloyd Phipps
Reactions. . . . . Bennie L. Byler
Rick Wright
Announcements. . . . . Mike Lofton

Session IV--8:30 a.m.
Agricultural and Extension
Education Department
Room 153

Presiding: John W. Oren

Host: J. D. Orr

Call to Order. . . . . John W. Oren
Young Farmer Programs: The Business of Farming. . . . . Mike Lofton
Reaction . . . . . J. D. Orr
Lloyd Phipps
Mack Avery
Discussion . . . . . All

Break: 9:45 a.m.

Session V--10:05 a.m.
Agricultural and Extension
Education Department
Room 153

Presiding: C. M. Brewer

Host: E. D. Clark

Call to Order	C. M. Brewer
Implementing Adult Education Programs in Agriculture/ Agribusiness	Lloyd Phipps
Reactions	Bennie Robbins Ed Faurot
Discussion	All
Completion of Travel Reports, etc.	Mike Lofton Johnny Allen

Adjourn--12:00 noon

APPENDIX D

Specialized Programs of Vocational Agriculture--FFA and SOE

SPECIALIZED

PROGRAMS

OF

VOCATIONAL

AGRICULTURE-

FFA

AND

SOE

SPECIALIZED PROGRAMS OF VOCATIONAL AGRICULTURE, FFA, AND SOE

9:00 Welcome
Goals and Objectives
Today's Vocational Agriculture

10:00 Break

10:15 FFA Resources for SOE Programs
- Official FFA Manual
- Chapter Guide to FFA Activities
- Chapter Activities Handbook
- Advisor's Handbook
- Student's Handbook

12:00 Lunch

1:00 More Agricultural Proficiency Awards Through SOE

Learning Through Experience in Agricultural Industry

Break

Leadership for Agricultural Industry
National FFA Safety Program
Agriculture's New Generation

Sources of Materials Used in This Workshop

Agriculture's New Generation
Venard Films, Peoria, Illinois

Today's Vocational Agriculture
Agricultural and Extension Education, Drawer AV, Mississippi State, Mississippi

Learning Through Experience in Agricultural Industry
McGraw-Hill Publishing Co., New York, NY (O. D. Link)

Leadership for Agricultural Industry
McGraw-Hill Publishing Co., New York, NY (O. D. Link)

National FFA Safety
National FFA Supply Service

Your FFA Resources System
National FFA Supply Service

Agricultural Proficiency Awards
National FFA Supply Service

You and Vocational Agriculture
Agricultural and Extension Education, Drawer AV
Mississippi State, Mississippi

APPENDIX E

List of Schools and Personnel
Participating in Project

Schools and Personnel Participating in Project

Alcorn County, Tony V. Parker, Superintendent

Alcorn County Vocational Technical Complex, Larry Mitchell, Director
Agriculture Teacher
Bobby W. Marolt (supplies and services)

Covington County, Q. S. Napier, Superintendent

Collins High School, Jack Bailey, Principal
Agriculture Teachers
E. D. Clark (crops)
Bobby Breakfield (livestock)

Seminary High School, Charles Newman, Principal
Agriculture Teachers
E. D. Clark (crops)
Bobby Breakfield (livestock)

Lamar County, Mack Avery, Superintendent

Purvis High School, James C. Mabry, Principal
Agriculture Teacher
Roger Jefcoat (forestry)

Oktibbeha County, Starkville city schools, Nolan Vickers, Superintendent

Starkville Vocational Center, Billy Stack, Director
Agriculture Teacher
Rick Wright (horticulture)

Winston County, Thomas W. Saterfiel, Superintendent

Louisville High School, Cyril Clay, Principal
Winston-Louisville Vocational Technical Complex, Jerry Webb, Director
Agriculture Teacher
Ed Faurot (forestry and wildlife)

APPENDIX F

Specialized Program Evaluation Form

SPECIALIZED PROGRAM EVALUATION FORM

Instructions: Rate the following statements in reference to the influence the Career Preparation Project had on specialized vocational agriculture/agribusiness programs.

The Career Preparation Project	Agree			Disagree		Mean Rating by Project Staff
1. Helped to establish specialized programs in vocational agriculture/agribusiness. . .	5	4	3	2	1	4.6
2. Helped to strengthen FFA programs in speciality areas	5	4	3	2	1	3.8
3. Helped to strengthen SOE programs in speciality areas	5	4	3	2	1	4.2
4. Helped to strengthen Adult programs in speciality wares	5	4	3	2	1	4.6
5. Provided innovative ways to offering programs of vocational agriculture/ agribusiness	5	4	3	2	1	3.8
6. Made teachers aware of the need for specialized programs	5	4	3	2	1	4.4
7. Made administrators aware of the need for specialized programs	5	4	3	2	1	3.4
8. Made teachers more aware of the job market for students in specialized programs . . .	5	4	3	2	1	3.6
9. Made students more aware of the job market in specialized programs	5	4	3	2	1	3.6
10. Helped teachers to develop and utilize citizens advisory councils	5	4	3	2	1	4.6
11. Helped teachers improve their student guidance systems	5	4	3	2	1	3.2
12. Helped teachers obtain and use needed instructional materials	5	4	3	2	1	5.0

APPENDIX G

Newspaper Article
on
Horticulture Program

FUTURE FARMERS OF AMERICA, recently organized among horticulture students at Starkville Public High School, were photographed as follows: (reading from left) first row-Lewis Rich, Douglas Franklin, Robin Lee Whisler, Sherman Robinson, Bill Polk, Cedric Hampon; second row-Janell Allen, Susan Eaves, Deborah Quinn, Sara Simmons, Jene Nichols; third row-Jim Richter, Sonya Self, Yvette Tucker, Carrie Tucker; back row-Tommie Booker, Leslie Echols, Kevin Stewart, Susan Courley and Richard Wright, class instructor and faculty advisor.

Future Farmers of America Organized by SHS Students

Wednesday Morning, November 2, 1977 NINE

Starkville Daily News — Starkville, Mississippi

Students enrolled in horticulture classes at Starkville Public High School have recently organized a vocational club, Future Farmers of America, with Rick H. Wright as faculty advisor and Mrs. Becky Elliott co-advisor.

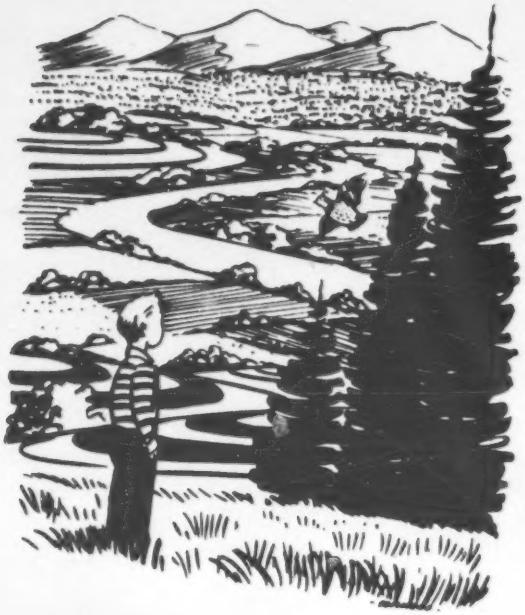
Since the beginning of the school semester the group has been active in a number of successful ventures. During the school's Homecoming celebration, they made and sold corsages and boutonnieres as well as bouquets for the Homecoming Court. They have completed several landscaping jobs about the high school campus and have sold floral designs and plants from the club greenhouse. A bake sale was also included among their fund-raising activities.

Elected officers of the club are Jan Allen, President; Bill Polk, vice president; Debra Quinn, secretary; Susan Gourley, treasurer Kevin Stewart, reporter; Cedric Hampton, sentinel.

The faculty advisor, Mr. Wright, stated that he is "well pleased with the goals and achievements of the club" and expressed faith in its future progress.

APPENDIX H

Sample Flyer and Card
Developed and Printed for
Forestry Program in Lamar County



LAMAR COUNTY SCHOOLS PRESENT CAREERS FOR YOU IN VOCATIONAL FORESTRY

PURPOSE

The major purpose of the Vocational Forestry program in Lamar County is to prepare students for employment in forestry and forestry-related occupations.

The forestry program was implemented in the Lamar County Schools because a large amount of the county land area is producing timber, and there are many job opportunities related to timber production and marketing.

WHO CAN TAKE FORESTRY?

Students who enroll in the program must be at least junior status and should have had at least one year of basic agriculture. All students in the program are also required to be active members of the FFA Chapter.

Prior to enrollment, students should have a knowledge of agricultural subjects, such as plant science, soil science, animal science, tool identification, tool fitting, and maintenance of small engines. Other courses that would be beneficial are math, general science, and biology.

WHAT WILL I STUDY IN FORESTRY?

Forestry meets for a two-hour class period each day. Upon successfully completing each year of the course, the student will be awarded two credits.

During the first year, students will spen approximately 60% of the time in the classroom, 20% in the forestry laboratory, and 20% in the forestry shop. During the second year, approximately 40% of the time will be spent in the classroom, 40% in the forestry laboratory, and 20% in the forestry shop.

Field trips will be taken to places, such as sawmills, papermills, lumber yards, plywood mills, 16th section lands, and timber company lands.

Students may develop their own forestry projects, either on their own land or on the land of another owner. These projects could include management of forestry plots of pine or hardwood, or wildlife management projects.

The following outline of the course indicates the major areas of study:

1. Determining the occupational opportunities in forestry.
2. Developing leadership for occupations in forestry.
3. Understanding the occupational experience program in forestry.
4. Understanding how trees grow.
5. Understanding factors influencing tree growth.
6. Identifying trees.
7. Understanding forest management practices.
8. Reproducing the forest.
9. Protecting the forest from fire.
10. Controlling insects, diseases, and pests.
11. Measuring land and timber.
12. Marketing forest products.
13. Harvesting forest products.
14. Selecting, using, and maintaining forestry equipment.
15. Identifying and using wood and related items.
16. Managing forestry for wildlife and recreational purposes.
17. Securing employment in forestry occupations.

WHAT OCCUPATIONS ARE AVAILABLE TO ME AFTER GRADUATION?

In the Lamar County area, forestry is a large industry. There are many jobs available to you in this area. For example:

1. Forest cruiser--As a forest cruiser, you would work with a paper company or as a private cruiser. The main duties of the job include estimating the volume of standing trees and making counts on mortality and seedlings.

2. Logger--The logger is the individual that starts a tree on its way to the sawmill or paper mill. The main duties of a logger are cutting or felling the tree and transporting it to market. You could be the owner of a logging operation or just an individual that works for a logger.

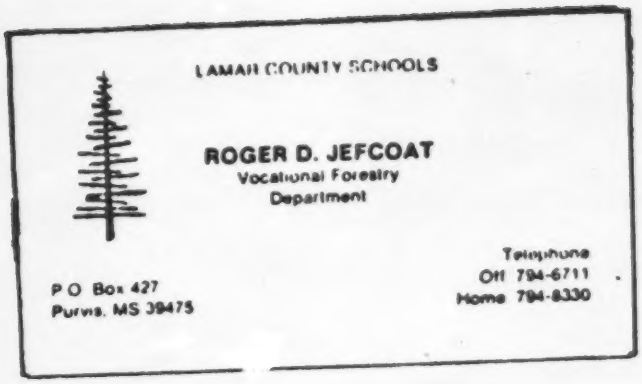
These are only two of the many occupations available to you in the forest industry.

Lamar County school officials feel that the forestry program is a great contribution to the vocational preparedness of the youth in this area.

WHERE CAN I LEARN MORE?

For more information on the Vocational Forestry Program, contact:

Mr. R. D. Jefcoat, Instructor
Forestry Program
P.O. Box 427
Purvis, MS 39475


LAMAR COUNTY SCHOOLS
ROGER D. JEFCOAT
Vocational Forestry
Department
P O Box 427
Purvis, MS 39475
Telephone
Off 794-6711
Home 794-8330

APPENDIX I

Agricultural Supplies and Services

AGRICULTURE SUPPLIES AND SERVICES PROGRAM

Alcorn County Vocational Center

The Alcorn County Vocational Center will be offering a career preparation program in Agriculture Supplies and Services for the coming school year. Listed below are a group of questions which may aid students in deciding whether to enroll in the Agriculture Supplies and Services program.

I. What is Agriculture Supplies and Services?

Agriculture Supplies and Services is concerned with processing, marketing, and servicing the inputs needed in production include selling, servicing, assembling, packaging, stocking, storing, transporting, grading, loading, cleaning, pricing, financing, purchasing, billing, bookkeeping, displaying, and custom work.

II. What are the duties of an Agriculture Supplier and Servicer?

Agriculture Supplier and Servicer is a person who communicates with the farmers or people that use agriculture products. He needs to have the understanding of handling, hauling, and selling of feed, seed, fertilizer, farm chemicals, animal medicines, farm hardware, petroleum products, buildings, and the sale of small farm equipment.

Here are some areas in which a person involved in Supplies and Services should have an understanding of: simple math, operating different types of machines such as: cash register, adding machine, and the sale ticket machine.

III. How will clases be scheduled?

Classes in the Supplies and Services program will enroll in the evening session, which goes from 12:00 to 2:30. These classes will then be broken down after the student is on a supervised occupational experience job.

IV. How will class time be spent?

Naturally, a portion of class time will be spent in the classroom, until a student is on his field experience job. There will be field trips, related to the topics covered. Example: If we study the importance of fertilizers, the field trip will be to the Rainbow Fertilizer Company in Tupelo.

V. What topics will be covered?

Topics to be covered in the Agriculture Supplies and Services program include:

(1) Determining the Occupational Opportunities in Agricultural Supplies.
(2) Developing Leadership for Occupations in Agricultural Supplies.
(3) Understanding the Occupational Experience Program in Agricultural Supplies
(4) Understanding the Organization and Functions of Business in Agricultural Supplies.
(5) Understanding Business Procedure in Agricultural Supply Business
(6) Understanding Agricultural Chemicals.
(7) Understanding Feeds
(8) Understanding Plants and Seeds
(9) Understanding Fertilizers
(10) Understanding Small Equipment and Hand Tools.
(11) Securing Employment in Agricultural Supplies Occupations.

VI. Will the Supplies and Services program help me find a job?

The Supplies and Service program is set up on a one or two years basis. Completing the Supply and Service program will not guarantee a student a job, but completion will improve his knowledge in the field of Agriculture Supplies and Services. The program will greatly improve his chances for employment in a Supply and Service occupation.

VII. How many credits will be earned?

Two units of credit will be earned for the two and one-half hours class program.

VIII. What type of activities will the students be involved in?

A. The class time will be spent on these topics:

(1) Determining the occupational opportunities in agricultural supplies.
(2) Developing leadership for occupations in agricultural supplies.
(3) Understanding the Occupational Experience Program in Agricultural Supplies.
(4) Understanding the organization and functions of Businesses in Agricultural Supplies.
(5) Understanding Business Procedure in Agricultural Supply Business.
(6) Understanding Agricultural Chemicals
(7) Understanding Feeds
(8) Understanding Plants and Seeds
(9) Understanking Fertilizers
(10) Understanding Small Equipment and Hand Tools.

B. There will also be times in class when we will study FFA contest. Students may belong to the FFA and prepare and participate in FFA contests.

IX. What is the objective of the Supply and Service program?

The objective of the Supply and Service program is to develop the required skills to enter and advance in employment in Supply and Service Occupations or continuing educational opportunities.

Hopefully, the above questions have helped students who are interested in the Supply and Service program.

For more information please call:

Director- Mr. Mike McClamroch- 7-4446

Ass. Director- Mr. Ned Riddell- 7-4446

Guidance Counselor- Mr. Roy Phillips- 7-4446

Agriculture Supplies & Services Instructor- Mr. Bobby Marolt- 7-4446 or 6-3672

Basic Agriculture Instructor- Mr. Hansford Huff- 7-4446

APPENDIX J

Forestry Program

FORESTRY PROGRAM

WINSTON-LOUISVILLE VOCATIONAL TRAINING CENTER

The Winston-Louisville Vocational Training Center will be offering a new program for the upcoming school year. This program will be an innovative career preparation program in forestry. Below are listed a group of questions which may aid students in deciding whether to enroll in the forestry program.

1. What is forestry?

Forestry is the act and science of managing forests so as to yield, on a continuous basis, a maximum in quantity and quality of forest products and services. Forestry includes managing, logging, manufacturing, marketing, and use of wood products.

2. What are the duties of a forester?

A forester is concerned with anything that affects the operation of a forest. He needs to have the understanding of the forest, the viewpoint of a planner, the skills of an administrator, and be a successful businessman. Here are some areas in which a person involved in forestry should have an understanding of:

Cultivation of a forest, economics, forest measurements, finance, logging and milling, accounting, wood identification, marketing, real estate, forest fire, recreation, sail and water management, civil engineering, forest insects and diseases and wildlife.

3. How will classes be scheduled?

Classes in the forestry program will be three hours long. Students from Nanih Waiya and Noxapater will enroll for the morning session, which goes from 8:20 to 11:20. Louisville students will enroll for the evening session, which goes from 11:20 to 3:15.

4. How will class time be spent?

Naturally, a portion of class time will be spent in the classroom, however, forestry cannot be taught solely in the classroom. We have acquired 560 acres of land located 10 miles north of Louisville to be used as an outdoor laboratory. About 60 to 70 percent of class time will be spent on this land exploring all of the various phases of forestry.

5. What topics will be covered?

Topics to be covered in the forestry program include:

(1) Understanding how trees grow
(2) Tree identification
(3) Measureing land and timber
(4) Factors influencing tree growth

(5) Cultivation of forest stands
(6) Reproducing the forest
(7) Forest fire
(8) Forest insects and disease
(9) Marketing forest products
(10) Timber harvesting
(11) Wood products
(12) Multiple use of forestland

6. Will the forestry program help me find a job?

The forestry program is set up on a two-year basis. For a student to complete the total forestry program, he must take the course for two years. Completing the forestry program will not guarantee a student a job, but completion will greatly improve his chances for employment in a forestry occupation. Other benefits from the program include improving a students home forestry acreage and possibly continuing his education in forestry.

7. How many credits will be earned?

Two units of credit will be earned for the three-hour class block.

8. What type of activities will the students be involved in?

The majority of class time will be spent in the field studying and working in the various phases of forestry.

Some of these activities include:

(1) Land surveying - consists of determining distance, running land lines, determining acreage and laying off compartments and sub-compartments on the school forest.

(2) Timber inventories - consists of determining the number of cords and/or board feet in a given tract of timber.

(3) Timber harvesting - consists of chain saw operation and safety, logging road construction, harvesting equipment operation and safety, and the various methods of harvesting and marketing timber.

(4) Timber management - involves establishment, and reproduction of timber stands, marking timber, thinning pulpwood and raw timber stands, rotation of timber stands, land valuation, forest fire control and use, and determination of tree growth.

(5) Tree identification - consists of studying the different species of trees and the sites on which they grow.

(6) Forest recreation - involves the establishment of nature trails, picnic grounds, pavilions, wildlife food plots and nests or cover areas.

9. Will the forestry program be of any benefit to those students who plan to enroll in a college or university and major in forestry or another agricultural field?

The objective of the forestry program is to develop the requirements for entering and advancing in employment in forestry occupations or continuing educational opportunities in forestry.

Forestry supplies the student sufficient knowledge in forestry measurements, land measurements, biological science, basic mathematics and basic mechanics to enable him or her to advance satisfactorily in the college course of study they have chosen.

Hopefully, the above questions have helped students who are interested in the forestry program. If you need additional assistance, please feel free to contact the following:

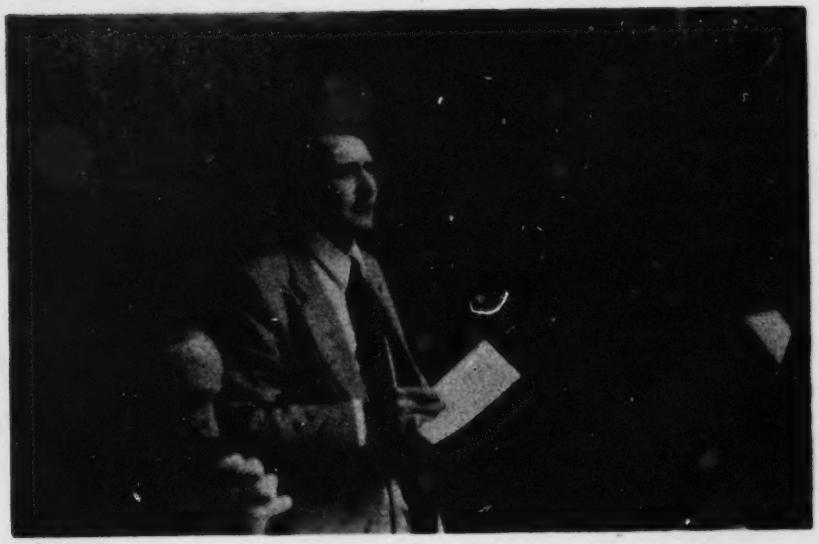
Jerry W. Webb, Director
Winston-Louisville Vocational Center

Edward Faurot, Forestry Instructor
Winston-Louisville Vocational Center

Berlin T. Rogers, Guidance Counselor
Winston-Louisville Vocational Center

APPENDIX K

Pictorial Highlights

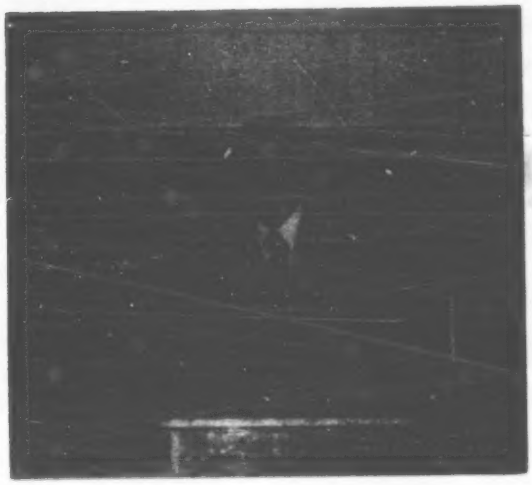


Dr. John Oren addresses the workshop

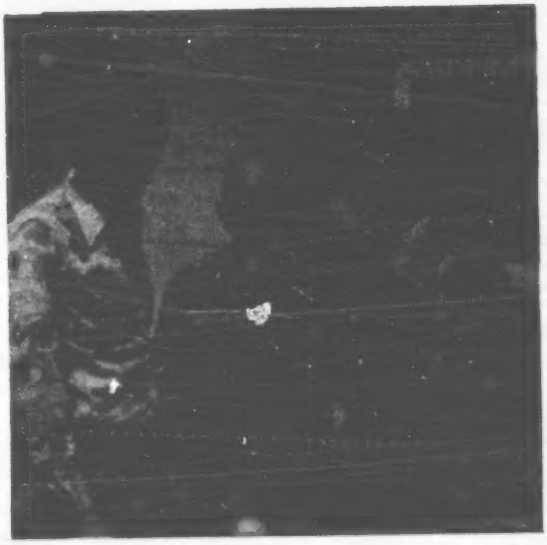
Roger Jeffcoat explains his forestry program

Bobby Marolt gives the details on his agricultural supplies and services program

Dr. Lloyd Phipps, project consultant, speaks to a workshop on adult education in agriculture

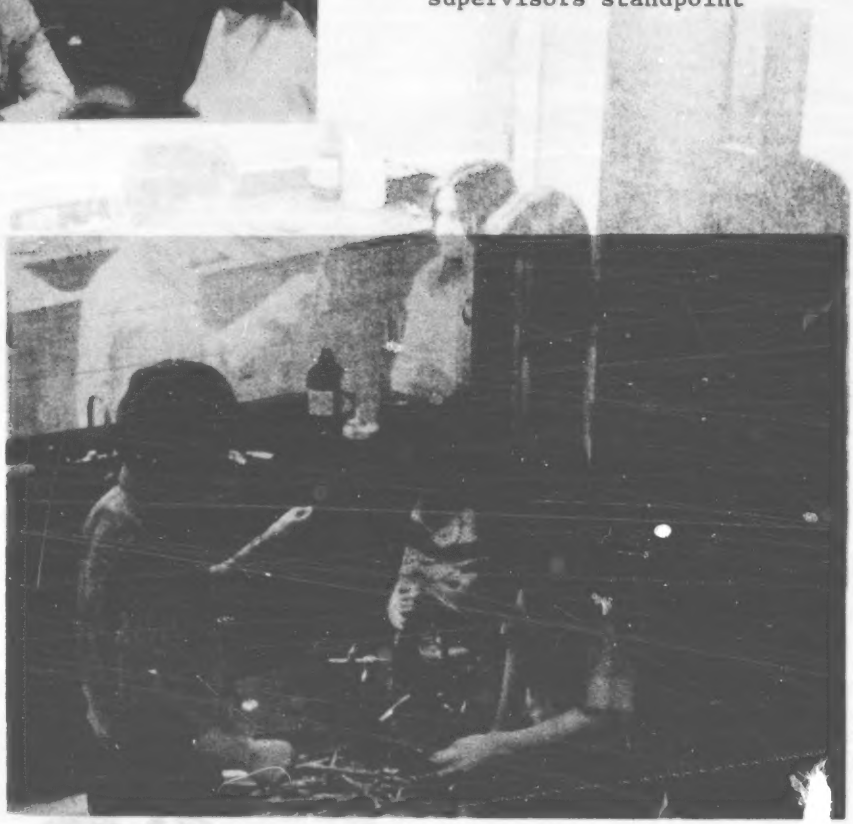


Dr. Ronald Brown discusses career preparation programs

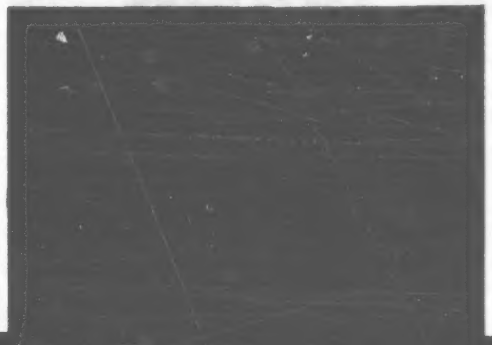


Johnny Allen explains FFA banquets to Bobby Breakfield and Dewitt Clark

Bennie Robbins explains from a supervisors standpoint



Rick Wright teaches a class in horticulture



Ed Faurot discusses the forestry program at Louisville